

Chapter 2

Section 2

Step 1 — Stop and Think

SUMMARY AND RATIONALE

Offenders learn that paying attention to their thoughts, feelings and physical reactions can be used as warning signs that they are in a problem situation. To support offenders' investigation of their thinking and behavior patterns, we ask offenders to think about where the thoughts and feelings are leading them so they can identify the risks associated with their reactions. Their thoughts and feelings are warning signs telling them to **Stop and Think**. Offenders learn that they can use the **3-Step** - to be quiet, calm down, and get some space so they can **Stop and Think**. This process helps them remain in control of the situation rather than reacting emotionally to it.

Stop and Think and the **3-step** are explored in two generic types of problem situations: **in your face problems** which require immediate action and **time to think problems** in which there are hours or days to think through the problem.

Linking: In Cognitive Self Change participants learned how to recognize their thoughts and feelings in situations that lead to trouble. This lesson helps them translate those insights into a quick recognition of thoughts, emotions and physical reactions that can lead them to criminal or problem actions and prompts use of the problem solving steps.

CONCEPTS AND DEFINITIONS:

Stop and Think Formula

1. Recognize thoughts, emotions, and physical reactions as warning signs.
2. Do the 3-Step. Get control by being quiet, getting some space, calming down.

OBJECTIVES:

As a result of this session participants will:

1. identify specific thoughts, emotions and physical reactions as warning signs that they are in a problem situation;
2. understand and practice doing the 3-Step.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Review previous lesson
3. Overview of lesson
4. Explain how to recognize our thoughts, feelings, and sensations as warning signs
5. Give examples of your own warning signs (Facilitator)
6. Participants give examples of their warning signs
7. Explain the 3-Step
8. Model identifying warning signs and doing the 3-Step
9. Debrief the model demonstration
10. Participants role play Step 1: Identifying warning signs and doing the 3-Step
11. Wrap up
12. Assign Homework

SUPPLEMENTS:

- Overhead:
 - Conflict Cycle (see Lesson 16)
 - Stop and Think
 - The 3-Step
 - Directions (for role plays)
- Handouts:
 - Stop and Think
 - Example Problem Situations
 - Stop and Think Role Play Planning Sheet
 - Homework

EQUIPMENT:

- Overhead
- Easel with Chart Paper

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from lesson 16. (This was to pick out a problem situation and identify the thoughts and feelings they had that might lead to making the problem worse.) Use the check-in format: Ask each participant to 1) describe the problem situation very briefly, 2) report their thoughts and feelings, 3) indicate how those thoughts and feelings could lead them to do something destructive.

Activity 2: Review Previous Lesson

Make sure participants have the Problem Solving Steps handout from Lesson 16 to refer to.



What ideas about problem solving did we apply to the Bender - Verne film clip?

Many different answers apply.

Would someone start us through the conflict cycle? How does a problem usually start?

Stress and our beliefs cause us to feel there is a problem. Proceed through each stage of the conflict cycle.

How many problem solving steps will we be exploring?

Six (6)

Activity 3: Overview of Lesson

Today we are going to explore the first step of problem solving - **Stop and Think**. We will be discussing what we can do in situations that can lead to problems. The goal is to keep control by thinking rather than acting based on our emotions.

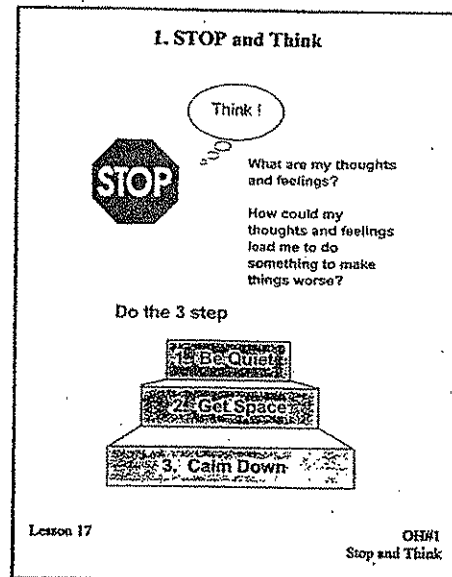
Rationale/The why of the lesson.

During this session we will:

identify specific thoughts, emotions and physical reactions that are warning signs that tell us we are in a problem situation;

- practice doing the 3-Step:
be quiet, get space, calm down

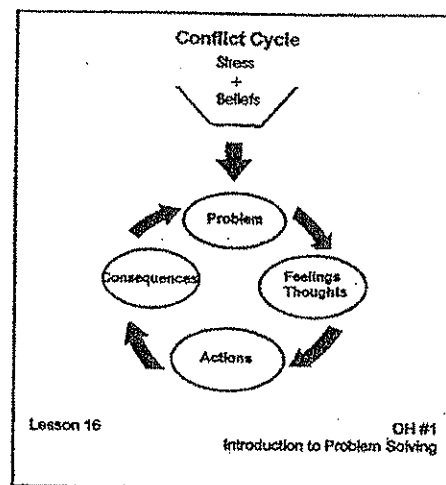
Pass out handout and show overhead.



Activity 4: Explain How to Recognize Thoughts, Feelings, and Sensations as Warning Signs.

Let's look at the Conflict Cycle again. The top box shows a problem beginning with something happening that we don't like. The second box shows that we have thoughts, feelings and physical reactions in response. We can use our thoughts, emotions and physical reactions as warning signs that we are entering a problem situation.

(See Lesson 16)



We can think about the **Stop and Think** step as driving on a winding, dangerous road. There are signs we can see telling us that we have entered the "Problem Solving Zone". We see signs that indicate emotions like anger and frustration and other signs that indicate physical reactions to our emotions such as a dry throat or feeling all pumped up and ready for action.

These signs tell us we are experiencing a problem. The road is narrow. In problem situations some of us can feel like we've entered a tunnel. We feel closed in.

Activity 5: Give Examples of Your Own Warning Signs.

Let's make a list of the thoughts, physical and emotional reactions that each of us feel in problem situations.

Give your own example such as....
Here's an example of my own.
When I have a problem with someone in authority I tend to think, "She/he doesn't have a clue." I feel frustrated and angry and my stomach gets tight. My risk is to react by losing my temper. My risk pattern is that I let anger build up until I lose my temper. That pattern does not help me or those around me.

Activity 6: Participants Give Examples of Their Warning Signs.

Now let's look at some examples of your warning signs.

Set up a piece of chart paper in the following format to record responses. Make sure participants give you a thought first, followed by emotions, followed by physical

reactions and then their risk reaction.



STOP AND THINK

Pay Attention To:

Thoughts	Emotions	Physical Reactions

To Avoid Risk Reactions:

Ask offenders to give you examples of problem situations they face in their current lives or you can offer problem situations that would be easy for the group to identify with. Some examples are listed below.

1. Someone you are expecting does not show up on visiting day.
2. Your teenage child stays out all night and you don't know where he/she is.
3. A correctional officer accuses you of doing something you did not do.

The purpose of this next set of questions is to display the varied thoughts, emotions, and physical reactions that can indicate a problem situation.

Write responses on **Stop and Think** chart/board.

What are the emotional reactions that individual might feel in the first situation?

Probe for feelings such as: fear, anger, worry, discouraged, annoyed, embarrassed, depressed, etc.

What are the physical reactions?

Probe for feelings such as: tight stomach, dry throat, pounding heart, headache, etc.

What are warning thoughts?

Ask them to identify risk thinking.

How could these thoughts and feelings lead to doing something to make things worse?

Probe for reactions that lead to trouble.

Repeat the questions for 2 - 3 situations from group listing of problem situations the group created, or from the examples provided. Write responses on **Stop and Think** chart/board.

What could happen if we don't get control of our emotions and thoughts?

We get in trouble.

We need to recognize this package of reactions as warning signs that tell us we are entering a problem situation and that we need to **STOP AND THINK**. We **STOP AND THINK** to keep our emotions from taking over so we can decide on what our best action is rather than react emotionally.

We use our thoughts, feelings, and physical reactions as warning signs so we can think through problems rather than react emotionally. We all have emotional reaction patterns that get us into trouble. When we react emotionally, we have lost control and have given in to our pattern of reacting.

Activity 7: Explain the 3-Step.

Once we recognize our warning signs, we need to find a way to get control so we can find some time to make ourselves **Stop and Think**. We call this doing the **Three Step**. Get control by:

- being quiet,
- getting some space
- calming down

Show overhead #1 again.



The 3-Step

1. Being quiet
2. Getting some space
3. Calming down

Lesson 17

OH #2
Stop and Think

Being quiet. Be quiet by doing things to keep from or stop yelling, threatening, arguing, complaining. Try to be quiet:

Don't feed into the emotion of the situation. Don't say things that then have to be defended or lived up to. For example, if I say, "I'm going to make you pay." and then I decide that I want to just let the situation go, it is harder for me to do that. If I am in an argument and I say, "Tell me you aren't going to do {insert an action} again." and the other person refuses then I have to decide what my next step is. The more angry and upset, the more that is said, the more likely that the problem will get worse.

Get some space. Find a way to get some space between you and the other person involved. At the very least don't move closer. If possible increase or change the space between yourself and the other person. If you are on the phone, pull the receiver away:

Calm down. Calm down find a way to get control of your emotions. You can do this through self-talk, things you say to yourself like, "I can figure this out." You can also begin to calm yourself down by taking deep breaths or counting to slow yourself down.

Applying the 3-Step

We can think about two types of problems. **In your face problems** where we are really on the spot. These problems require immediate reactions. We are in a confrontation and have to take quick action. Those are very difficult situations because there just is not much time to think. Let's come up with some examples of in your face problems. Although in your face problems are the problems we tend to remember because they are intense, most problems that we face give us more time to think.

Time to think problems are situations where we do not have to react to them immediately. In these situations we have time to think through the problem anywhere from 10 to 20 minutes to days or months. These are situations like not having enough money to pay bills, having difficulty finding a job, or being worried about a relationship.

In both kinds of problems, we need to do the same thing, to get some time and space to think. We call this the **3-step**. We can do this in a number of ways.



In Your Face Problems

Have the offenders give you examples of confrontations with correctional officers, other offenders, family or friends over rules, misunderstandings, etc.



Time To Think Problems

Have participants give you examples.

Let's work with the most difficult situation first. When you are in an **in your face problem** - here are some things you can do to get yourself to **Stop and Think** by doing the **Three Step**.

Be quiet - stop talking or ask a question to buy some time and to get control.

Get some space - in **your face problems**, don't move closer, hold your space or step back slightly or change your body position to get yourself more space.

Calm down - take deep breaths, count, visualize, say things to calm yourself down like, "Do I really want to get into this?" or "Chill". Visualize something calming.

In time to think problems, get away from the person or situation to think it through.

Activity 8: Model Identifying Warning Signs and Doing the 3-Step.

Now I'd like to demonstrate what we have just been talking about. I'm going to show how I might identify my own warning signs and do the 3-Step in a problem of my own.

Instructors model a problem situation for the purpose of showing (1) identification of thoughts, emotions, and physical reactions that indicate a problem and (2) doing the 3-step. The problem modeled should be relevant to the lives of your particular group of offenders. Be sure to model using think aloud.

Model Problem - Example

The situation is this: A woman calls her boyfriend because she needs a

ride home from her night shift job. Her boyfriend tells her that he is going to go out to party and won't be able to pick her up. The person facing the problem situation is the woman. She finds this out when she calls him from her work.

Female (F): Hello, Juan. I need a ride home from work tonight at midnight. I want you to pick me up.

Male (M): Sorry, I am going to a party tonight with some friends. I'll be way on the other side of town.

F: Who are you going with? Aren't I more important than some boring party?

M: Can't do it, I have other plans.

F: (Begins to get angry): And who are these plans with?

M: (Angry) Get off my back. I said I am busy.

F (This begins think aloud): This makes me really angry. I've been so good to him and helped him through a lot. Why is he doing this to me? He can't get away with this. My heart is pounding. I can't stand this. I'm afraid he has another woman. I need to stop talking so I don't make things worse. Wait a minute, let me stop talking, take a deep breath and get off the phone so I can think about what I want to do. (Says into the phone). Hey listen, I have another break in an hour, I'll call you back then. I really need a ride.

Activity 9: Debrief the Model Demonstration.

What are the thoughts that tell her she is in a problem situation?

I've been good to him. I've helped him. I can't stand this. I'm afraid he has another woman.

What emotions is she feeling?

Anger, fear

What are her physical reactions?

Heart pounding

If she does not **STOP AND THINK**, what do you think will happen?

What did the **3-step** look like for her? Was she quiet? How did she calm down? How did she get distance and buy time?

By taking a deep breath.

Told herself to get off the phone and then ended the conversation.

Activity 10: Participants Practice Identifying Warning Signs and Plan Doing the 3-Step.

Now let's look at some problem situations that you might have.

Your choice - either ask participants to give examples of problem situations or you give them problem situations (see examples at the end of this lesson labeled Problem Situations). Either work on this as a whole group or break them up into smaller groups. If you break them into small groups to do this make sure you work through one example as a whole group to ensure they understand the directions.



Problem Situations

You are unjustly accused of stealing a computer at work.

Your cell mate unjustly accuses you of stealing his/her cigarettes.

You have been looking forward to a special visitor who doesn't show for a scheduled visit.

Your child takes your car and stays out all night.

Your neighbor plays loud music late into the night and you can't sleep.



Directions

- (1) Describe the situation: is it in your face or time to think;
- (2) identify thoughts, emotions and physical reactions which would indicate there is a problem;
- (3) describe how you would do the 3-step.

Lesson 17

OH #3
Stop and Think

Take participant responses and work with them to role play Stop and Think. You may want to participate in the first few role plays to help them feel comfortable with 'think alouds'. Make sure to only take the situation through the Stop and Think point with offenders clearly identifying their thoughts,

emotions, and physical reactions
and how they are doing the 3 step.

Use the following format to plan the
Stop and Think role play.

Stop and Think
My thoughts are _____.
I am feeling _____.
Physically I feel _____.
Show the 3-step:
Be quiet
Get space by _____.
Calm down by _____.

Activity 11: Participants Role Play Step 1: Identify Warning Signs and the 3-Step.

Now let's practice by role playing
our problem situations and actually
doing Step 1.

Pick a participant to do the first role
play. Review his/her role play
planning sheet, and help him/her
plan the role play. Have the player
pick other participants to take parts
in the role play. You may apply a
part yourself.

Have the role player keep their
planning sheet with them to read
from as they go through the steps of
identifying their warning signs and
doing the 3-Step.

Activity 12: Wrap Up

What are the signs we use to tell
us to stop and think?

How do our thoughts and feelings
lead to risk reactions?

What is the 3-Step?

What are some things you can do
to be quiet? To get some space?
To calm down?

How does stop and think help us
keep control of problem situations?

Activity 13: Assign Homework.



For your homework
assignment I want you
to watch for problem
situations and practice

Step 1.

At the start of the next class I'll ask
you to describe one real problem
situation you have had, what your
warning signs were, and how you
did the 3-Step.

Step 2 — Problem Description

SUMMARY AND RATIONALE:

In this Step participants learn to combine their awareness of their own warnings signs and an appreciation of the risk of making the problem worse, with an objective description of the problem situation. This step continues the process of creating an “objective distance” between the student and the pressures of the problem they are facing. It helps keep them from jumping to conclusions.

CONCEPTS AND DEFINITIONS:

A problem description follows the 3-part formula: I feel/think/am _____, because _____ (Objective description of situation), and my risk is to react by _____.

OBJECTIVES:

As a result of this session participants will:

1. identify the thoughts, feelings, and physical sensations they experience in problem situations.
2. describe problem situations objectively
3. identify how their thoughts, feelings, and physical sensations pose risk of their reacting to make the problem worse.

MAJOR ACTIVITIES:

1. Thinking check In and Homework Review
2. Review previous lesson
3. Overview of lesson
4. Explain the 3 parts of a Problem Descriptions
5. Review examples of good Problem Descriptions
6. Review the rationale of the 3 parts of a Problem Descriptions
7. Practice making good Problem Descriptions
8. Facilitator models problem Solving Steps 1 and 2
9. Participants role play Problem Solving Steps 1 and 2
10. Wrap up
11. Assign homework

SUPPLEMENTS:

- Overhead Transparencies:
 - Example Problem Description-Using the Formula
- Handouts:
 - Problem Description
 - Example Problem Descriptions-Using the Formula
 - Problem Identification Exercise
 - Directions for Problem Scenarios
 - Example Problem Scenarios
 - Homework
- Instructor Supplements:
 - Suggested Problem Descriptions for Problem Identification Exercise

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers

LESSON

CORE CONTENT


NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from Lesson 17. (This was to pick out a problem situation and do stop and think and the 3-Step.) Use the check in format: Ask each participant to 1) describe the problem situation very briefly, 2) report his/her thoughts and feelings, 3) indicate how those thoughts and feelings could lead her/him to do something destructive, and how she/he did the 3-Step.

If a participant failed to actually do the 3-Step when faced with the problem, have them describe now how they could have done the 3-Step.

Activity 2: Review Previous Lesson

 Last session we learned about Stop and Think. We compared this Stop and Think step to entering a tunnel.

What do you need to pay attention to in Step 1 - Stop and Think?

We also said that entering a problem situation can make some of us feel closed in. Taking the next step in problem solving can help us feel less closed in. One reason for this is that we use our thinking rather than our emotions.

Make sure participants have the Problem Solving Steps handout from Lesson 16 to refer to.

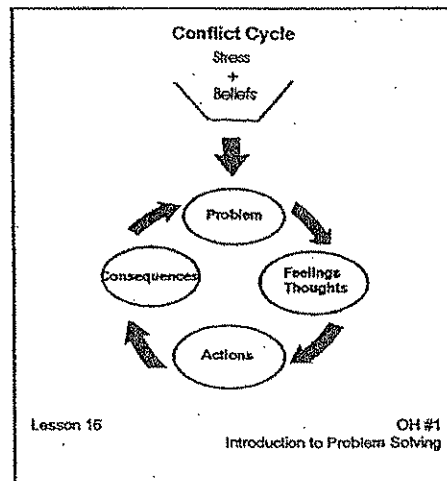
Thoughts, feelings, physical reactions.

Activity 3: Overview of Lesson

Today we are going to learn the next step in taking control of a problem situation which is to describe a problem in objective terms as well as identifying our risk reaction to the situation. This helps us gain control by looking at the situation using our thinking more than our emotions.

If we look at the Conflict Cycle, we can see that we are adding some thinking steps between thoughts and feelings and the actions we take.

Display the Conflict Cycle
(See Lesson 16)



Activity 4: Explain the 3 Parts of a Problem Description

A good problem description includes the word "I". You should describe yourself as being in the problem. Starting with "I" shows that you have power in this situation.

We use this formula for writing Problem Descriptions:

The first part of this formula describes the thoughts and

Pass out the Problem Description handout.



2. Problem Description

I feel/think/am _____
because _____
and my risk is to react by _____

Lesson 18 OH#1
Problem Description

feelings I have in response to the problem.

The second part of the formula is an objective description of what happened. It is important that this part of the formula be completely objective, without emotion and without blame.

The third part of the formula identifies how my thoughts and feelings might lead me to make the problem worse.

Activity 5: Review Examples of Good Problem Descriptions

Here are some good problem descriptions.



Example Problem Descriptions - Using the Formula

I think my boyfriend is cheating because I heard him make a date on the phone last night agreeing to meet someone at the mall. My risk is to react by getting angry at him.

I think that my wife doesn't care because she agreed to be home so I could call her at 7:00 p.m. I called and no one answered the phone. My risk reaction is to want to hurt her.

I ~~am~~ feel angry because my teenager came home from a date smelling of alcohol. He locked himself in his room and won't come out. My risk is to react by pounding on the door until he opens it.

I think someone stole my cigarettes because I went to my locker this morning and they were gone. My risk is to immediately react by planning how I will hurt the person who stole my cigarettes.

Lesson 18

OH #2
Problem Description

Activity 6: Review the Rationale of the 3 Parts of a Problem Descriptions

The way we know these are problems is by the **STOP AND THINK** warning signs, the thoughts, feelings and physical reactions we experience when we are in the situation.

How does describing the problem objectively help us think through the problem?

We try to define the problem as objectively as possible to get our minds focused on the facts and away from our feelings and the thoughts that make us feel emotional. This way we have more control and are better able to think through the problem.

How does identifying our risk reaction help us to think about the problem?

Our risk reactions get us in trouble. By recognizing the risk we give ourselves time to think of a new way or responding.

Activity 7: Practice Making Good Problem Descriptions

Here are some problem situations with problem descriptions that don't fit our formula. Let's fix the problem descriptions to fit the formula.

We will use the problem description formula to improve these descriptions. Let's look at the first one.

Handout worksheets - Problem Identification Exercise. Read the first problem scenario and problem statement.

See supplements for suggestions for rewriting the descriptions so they follow the formula.

Read each problem scenario and discuss what is wrong with the problem description. As a group come up with problem descriptions

that use the formula for the first 2. Then have participants work on these in small groups.

**Problem Identification
Exercise**

1. There was a traffic jam this morning. I was only 5 minutes late for work again. I started working right away. My boss called me over and warned me that I cannot be late again.

Problem Descriptions: My boss is a jerk.

2. Every time I come back to my cell the CO makes me wait a long time before he opens my cell. I know he is out to get me. He has an ugly face.

Problem Descriptions: I know the Correctional Officer is out to get me.

3. I am working as hard as I can but I am still short of money. I have had the same apartment for a year. I came home from work and found an eviction notice. I haven't paid rent for 6 months.

Problem Descriptions: I have to get some money right away.

4. I don't trust my husband. He and I don't talk much. Today I saw my best friend riding in her car with my husband.

Problem Descriptions: I'll never trust another person again.

5. I have been going on job interviews. I am worried about how to handle my record.

Problem Descriptions: I just can't take these stupid job interviews anymore.

6. I have a bunch of speeding tickets and lost my license. I am only driving 15 miles over the speed limit. It's really difficult to drive 45 miles an hour on an open road. I look in my rear view mirror and see the State Trooper signaling me to pull over.

Problem Descriptions: I don't have a license so I have to try to outrun the State Patrol car which is trying to pull me over.

Note: Examples of correct Problem Descriptions are in the supplements.

Activity 8: Facilitator Model of Problem Solving Steps 1 and 2

Now I'd like to demonstrate what we have just been talking about. I'm going to pick a problem situation and do the first two steps of problem solving.

Refer to the Supplement: "Directions for Problem ID Scenarios." This Supplement displays the first 2 steps of Problem solving on one form with 4 parts.

Preview the example of Shewan with the class. Put the Stop and Think and Problem Descriptions information on a flip chart. Choose a co-actor and role play the situation using 'think aloud' to show Stop and Think and the Problem Descriptions.

Sample Model

Situation - Shewan is starting her second week in a new job. She likes to work alone and does not make friends easily. She does not trust other people and would rather do her own work. She comes back from lunch and her boss, Ms. Shells, calls her into her office and accuses her of stealing. In problem situations Shewan often feels depressed and picked on.

Ms. Shells: Shewan, I need to talk to you right away, please come into my office. (walks in front of Shewan and sits on one side of a table).

Ms. Shells: Sit down, Shewan.

(Shewan sits down.)

Ms. Shells: Shewan, you have been working in the front office

area for the last two days, is that right?

Shewan: That's right.

Ms. Shells: Mr. Brooks has been in and out of the office for the last two days. At noon today he discovered that all of the petty cash that he keeps in his desk is missing. He had about \$50 in his drawer. What do you know about this?

Shewan: (defiantly) I don't know anything about it.

Ms. Shells: Mr. Brooks says that he saw you standing by his desk a number of times when he walked in the room. What were you doing standing by his desk?

Shewan (loudly): I was just doing my work.

Ms. Shells: There has hardly been anyone else in the office. Did you see anyone go into Mr. Brooks' desk?

Shewan: No.

Ms. Shells: Shewan, this is a serious matter. Both Mr. Brooks and myself suspect that you know how the money was taken from his desk. What can you tell me?

Shewan (leaning forward): I don't know anything about the money that is missing.

Ms. Shells: Shewan, I don't believe you. This is a serious matter.

Shewan: I can see it is serious,
but I don't know anything about Mr.
Brooks' desk.

Ms. Shells: (raising her voice)
Lying isn't going to help.

Shewan: (standing up) Why do
you think I am lying?

Ms. Shells: (raising her voice and
leaning over her desk) I mean to
get to the bottom of this. I need
employees I can trust.

Shewan: (stares and says nothing)

[start think aloud here - stop and
think] I feel scared. She thinks I
stole the money. Nothing I say will
do any good. She just wants to
get rid of me. Here goes another
job. My heart is pounding and my
mouth is dry.

[doing the 3-step] I need to be
quiet, sit down and take a deep
breath. I really don't want to lose
this job.

[Problem Description - I'm angry
because Ms. Shells is accusing me
of lying to her. My risk reaction is
to quit.]

Activity 9: Participants Role Play the First 2 Steps of Problem Solving

Now let's practice by doing role
plays of the first 2 steps.

Role Play

Take another situation from the
Example Problem Scenarios
worksheet and put the information
on the chart/board. Use the
system you have developed for

selecting offenders to role play. Prepare the role players and have them role play the problem situation by showing steps 1 and 2. When the role play is over have each offender report what he/she saw for the step he/she was assigned.

Repeat the role play exercise with every participant. Encourage each participant to pick a problem situation that has meaning to them.

Activity 10: Wrap Up

1. Why is it important to stop and think in problem situations?
2. What are some things people can do to help them stop and think?
3. What makes a good problem description?

Activity 11: Assign Homework



I want you to continue looking for real life problems and using them as a chance to practice the steps of problem solving.

For next time, your assignment is to pick one real life problem situation and practice the first 2 steps of problem solving. If you're not able to do the first 2 steps while the problem is actually happening, then write out the steps of how you could do the steps. Use the same outline form we practiced with in today's lesson.

Step 3 — Getting Information to Set a Goal

SUMMARY AND RATIONALE:

In this Step participants practice gathering information by considering: 1) the objective facts, 2) others' thoughts and feelings, 3) their own beliefs and opinions. Finally, they use this survey of information to state a goal, or what they want to come out of the situation. This is a key step in Problem Solving. It requires participants to consider others' points of view as well as their own. It recognizes the significance of feelings and opinions, but sets these out in comparison with objective facts.

CONCEPTS AND DEFINITION:

fact - something that has actually happened or that is really true.

opinion - what we think is true based on our attitudes and beliefs.

goal - an event or achievement we want to accomplish.

OBJECTIVES:

As a result of this lesson, participants will:

1. identify reasons to consider other people's thoughts and feelings in a problem situation.
2. observe situations to determine other's thoughts and feelings.
3. identify facts.

4. Identify facts and beliefs
5. use information to develop simple, realistic and positive goal statements.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Review Previous Lesson
3. Overview of Lesson
4. Explain: Facts
5. Explain: Others' Thoughts and Feelings
6. Explain: Our Beliefs and Opinions
7. Explain: Setting A Goal
8. Role Plays: Practicing Step 3
9. Wrap Up
10. Assign Homework

SUPPLEMENTS:

- Overheads Transparencies:
 - Getting Information to Set a Goal
 - Sample Goal Statements
 - Directions for Observing Role Plays
- Handouts:
 - Getting Information to Set a Goal Role Play Scenarios
 - Directions for Observing Role Plays
 - Problem 1 Role Play - Background Information
 - Problem 2 Role Play - Background Information
 - Problem 3 Role Play - Background Information
 - Homework

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from Lesson 18. (This was to pick out a problem situation and do the first 2 steps of Problem Solving.) Abbreviate the homework review by asking each member to briefly and informally describe their problem situation, and then read their prepared Problem Description.

Activity 2: Review Previous Lesson



We are working our way through the problem solving steps. Let's review what we have

done so far.

Make sure participants have Problem Solving Steps handout from Lesson 16 to refer to.

What is the first step of problem solving?

Stop and Think

What is important about this step?

Gets us to interrupt the conflict, helps us begin to take control of the situation rather than having us reacting to our emotions.

What is the second step of problem solving?

Problem Description

What are some do's and don't's in describing the problem?

Do's- make it objective, recognize our immediate reaction; Don'ts interpret what is going on i.e., My boss is a jerk.

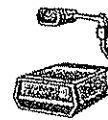
Activity 3: Overview of Lesson

First we will discuss how you gather information and the types of information you want to gather.

We will also give you a simple formula for a goal statement. Then we will practice gathering information and stating goals.

Solving a problem requires getting information. We need information in order to help us choose what we want to do to solve the problem. We get more information by looking, watching, listening, talking and thinking.

We want to use 3 sources of information. These are: **FACTS**, **OTHERS' THOUGHTS AND FEELINGS**, AND **OUR OPINIONS AND BELIEFS**.



3. Getting Information to Set Goal

INFO

Facts: Objective statements or rules

Other person: Others' thoughts and feelings. The other person's thinking report in the situation.

My opinions and beliefs:
What I think is true.
What I believe is happening.

GOAL

What do I want?
Keep it simple, realistic and positive.
"I want", or "I want, but I don't want".

Lesson 19

OH #1
Getting Information to Set a Goal

Activity 4: Explain Facts

FACTS - are objective statements of what was said or done as a rule that is enforced.

Pass out corresponding handout
Getting Information to Set a Goal

(Give examples, e.g., Today is _____
_____ is

President of the U.S., we are in a room.)

Facts are things we cannot change.

For example, (give an example of a rule and consequence that is strictly enforced).

How can facts help us?

Possible answer - Facts should be information that other people know and something we can check out or verify.

A fact should be something that both people in the situation can "see". For example, one person may know a fact that the other person does not know. You can help solve some problems by sharing some facts or helping each other to see the facts.

For example, you have a child who wants you to buy her something expensive like a toy or clothes. You don't have the extra money. The fact that you do not have the money is something you may know that the child does not know. By telling the child the fact, that you don't have the extra money, can help resolve the conflict because now you both know the same fact. Both people having the same facts will not always solve a problem but it can help.

You may want to develop your own example.

Let's think back to Shewan and Ms. Shells. What are the facts of this situation and how do you know it is a fact?

Ms. Shells told Shewan that \$50 is missing. Mr. Brooks reported the money is missing, Ms. Shells is the boss.

Activity 5: Explain Others' Thoughts and Feelings

OTHERS' THOUGHTS AND FEELINGS - The other person's thinking report in the situation.

We can figure this out by what the person is saying and doing as well as on our previous experiences with that person, how we think the other person is thinking and feeling.

We've practiced the social skill - *Understanding the Feelings of Others*.

What do we do to help us figure how someone else might be feeling?

Possible answer - Watch and listen to the person.

Let's think back to Shewan and Ms. Shells. How was Ms. Shells feeling?

Possible answer - Angry.

What evidence do you have Ms. Shells is angry?

Possible answer - She raised her voice.

Problems cause emotional responses in others as well as in ourselves. If we are going to solve a problem, we need to think about what the other person is feeling and thinking and use that as information that will help us solve the problem.

We have a number of clues to help us figure this out.

Tone of voice. For example, let me ask a question two different ways.

Tone of voice and body language parts of this activity are optional. Do them if you think the group needs this level of discussion.

What are you doing?

In a loud angry voice.

How do you think I am feeling?

What are you doing?

How do you think I am feeling?

Who can ask, "What are you doing?" in a way that shows you are curious? frightened? sleepy? bored? So tone of voice is a clue to how a person is feeling.

Body Language Looking at people can also give us clues to how they are feeling. A person's posture and facial expressions are called body language.

In a calm voice.

Get participants to say "What are you doing in different tones of voice?"



Body
Language

Bored
Excited
Angry
Tired

Model posture and facial expression for each of the above and have participants identify the emotion. **OPTION 1:** If you wish you can then ask participants to model their body language for different emotions. "Show us how you look when you are [bored, angry, etc.]. **OPTION 2:** Show a clip from a movie with the sound turned off, ask participants to observe body language and guess at the feelings of the characters. You can then show the same clip with sound and see how that helps them determine what is happening.

Activity 6: Explain Our Beliefs and Opinions

Our opinion is how we see the situation - how we would describe the situation based on our

thoughts, feelings and past experiences. The opinions we have are often tied to our beliefs. The reason to examine our opinions is to check to see if we are falling into a thought pattern that gets us into trouble. In the "Breakfast Club," Bender's belief might have been that the only way he can get respect from the other students was to mouth off to Verne. This may be tied to his belief that the only way to be important is to challenge people in authority.

We have to be careful not to have our opinions close off how we think. We need to be aware of our opinions and beliefs and realize that they may only be what we think and not jive with the facts or with what the other person thinks. We need to be aware of our thinking patterns and stop thinking patterns that lead us into trouble.

Let's think back to Shewan and Ms. Shells. What do you think Shewan's opinions and beliefs are?

Shewan's opinion may be that Ms. Shells will fire her.

What evidence do you have?

Her belief that people in authority are out to get her.

Activity 7: Explain: Setting A Goal

We gather information by determining what the other's thoughts and feelings might be, what the facts are, becoming aware of our opinions and then we using this information to decide our goal.

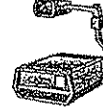
We help ourselves when our goals are realistic and positive.

Realistic so that it is something that we can actually achieve. For example, if the problem is that we don't have enough money to pay the rent, it would not be realistic to have as a goal to get 1 million dollars. Keep the goal close to the situation at hand.

A goal should also be positive. Having a goal to do something to hurt yourself or others usually just makes the problem worse. Solving problems can cause pain, but that should not be the goal. If the goal is to cause pain, then the conflict cycle usually keeps going and more stress and problems occur.

Shewan thought about the following three goals in her situation with Ms. Shells. Which one follows our guidelines for a good goal statement? A good goal statement follows the formulas on the overhead.

Show OH#1 again.



3. Getting Information to Set Goal

INFO

Facts: Objective statements or rules

Other person: Others' thoughts and feelings. The other person's thinking report in the situation.

My opinions and beliefs:
What I think is true.
What I believe is happening.

GOAL

What do I want?
Keep it simple, realistic and positive.
"I want", or "I want, but I don't want".

Lesson 19

OH #1
Getting Information to Set a Goal



Sample Goal Statements

1. I want Ms. Shells to say she is sorry and leave me alone.
2. I want Ms. Shells to believe me that I did not take the money.
3. I'm going to out yell her and walk off this job.

Note:

1. not a good goal - not realistic
2. simple and realistic
3. not positive, doesn't help Shewan in the long term

Lesson 19

OH #2
Getting Information to Set a Goal

Activity 8: Role Plays Practicing Step 3

I am going to give you 3 situations to think about. I would like volunteers to role play the situations.

Distribute Role Play Scenarios for participants to read. First circulate among the volunteers to ensure that those with reading problems know what is on the paper. Take role players for Problem 1 aside and give them their Background Information Sheet and help them prepare to role play.

Tell role play observers to look for facts and to try to figure out the thoughts and feelings of the two role players. Present the following guidelines for determining others' thoughts and feelings.



Directions for Observing Role Plays

1. Watch and listen for the facts.
2. Watch and listen to the other person.
3. Try to figure out what each person is feeling.
4. Do a brief thinking report for problem solver (2 to 3 thoughts and 1 to 2 feelings).
5. Do a brief thinking report for the other person (2 to 3 thoughts and 1 to 2 feelings).
6. Try to figure out the problem solver's opinions and beliefs.
7. Decide on a realistic and positive goal for the problem solver.

Lesson 19

OH #3
Getting Information to Set a Goal

For all three scenarios do the following. Read the scenario. Either use the ones provided or make up ones that are more relevant to your group. Have role players act out the scene using the Problem-Role Play-Background Information sheets. Keep it short. Debrief by asking participants to report on what they observed using 1 through 6 above. Then ask each role player to give the background information and tell what they were thinking and feeling. Get volunteers to make suggestions for a realistic and positive goal for the situation.

Activity 9: Wrap Up

Today we explored Step 3 of problem solving - getting information.

What are the three types of information we want to think about in this step?

What are the challenges in determining what is a fact and what is opinion?

What clues do we use to determine how another person is feeling?

Why is it important to consider the other person's feelings?

Activity 10: Assign Homework



As homework, I want you to take a problem situation through the first three steps. This is a problem you

Make it clear to group members that you want them to pick out a real life problem they have faced recently in their life.

will work on through the next 3 sessions.

Step 1. Stop and Think
What does the 3-step look like?

Step 2. Problem Identification
Who (including I), where, what +
my immediate reaction.

Step 3. Getting Information to Set
a Goal

- Facts
- Opinions
- Others' perspective
- Goal

Step 4 — Choices and Consequences

SUMMARY AND RATIONALE:

This is the “brainstorm” step of Problem Solving. Students stretch their imagination to think of as many options as they can to solve their problem. In this program we consider two kinds of options: thinking options (different attitudes and ways of thinking we can have), and action options (different things we might do). After thinking of a wide range of both thinking options and action options, students then consider the consequences of each of the possible choices. In this program we consider two kinds of consequences: consequences for oneself and consequences for others.

The process of doing this step thoroughly forces participants to look at problems from a broad, social point of view.

CONCEPTS AND DEFINITION:

Thinking choices are different attitudes and thoughts I could have in a given situation.

Action choices are different actions I could perform in a given situation.

Consequences for self are the results of a choice for myself.

Consequences for others are the results of a choice for other people.

OBJECTIVES:

As a result of this session participants will:

1. learn how to generate multiple alternative ways of thinking and ways of acting in problem situations.
2. learn how to determine the probable consequences of the choices generated, both for themselves and other people.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Review Previous Lesson
3. Overview of Lesson
4. Practice Brainstorming Choices
5. Practice Considering Consequences
6. Team Practice: Choices and Consequences
7. Wrap Up
8. Assign Homework

SUPPLEMENTS:

- Overhead Transparency:
Choices and Consequences
- Handouts:
Choices and Consequences
List of 50± Social Skills (see Lesson 15)
Homework
- Charts
Choices and Consequences Chart
Example

EQUIPMENT:

- Easel with Chart Paper
- Markers
- Overhead Projector

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from Lesson 19. (This was to pick out a problem situation and do the first 3 steps of Problem Solving.) Abbreviate the homework review by asking each member to briefly and informally describe their problem situation, then ask them to identify the thinking that posed risk of getting them to do something to make it worse, and then identify new thinking that would make it better. (NOTE: this is the basic check-in process from Lesson 9. This check-in fits neatly into the choices and consequences step.)

Activity 2: Review Previous Lesson



Let's review the three steps of problem solving we have discussed so far.

Make sure participants have Problem Solving Steps handout from Lesson 16 to refer to.

What is the first step?

Stop and Think.

What is important about it?

Help us begin to think rather than react emotionally.

What is the second step?

Problem description.

What is the purpose of this step?

To describe the problem objectively and to recognize our immediate reaction.

What is the third step?

Getting information to set a goal.

What happens in this step?

This is where we reflect on the problem, by determining the facts, the other person's thoughts and

feelings, and our opinions. From this information we then set a goal that is positive and realistic.

Activity 3: Overview of Lesson

A key skill to becoming a good problem solver is to be able to think of many different ways to respond to a problem. After we get information and know what our goal is in Step 4, it is time to decide what to do. In any situation, there are many different choices a person can make. As you have learned previously, we all have patterns in the way we think, feel and then act. When we experience a problem we have our automatic patterns which can take over. The purpose of this step is to open our minds and to first think of lots of different things we could do. After we have thought of many choices, we can use the information we have to pick one that will lead us to our goal.

In this step we ask three questions. This step is called the "brainstorm" step. In this step we think of as many options as we can to solve our problem. We focus on 2 kinds of options: thinking options and action options.

Pass out handout Step 4. Choices and Consequences and show corresponding overhead.



4. Choices and Consequences

What are my choices?

Thinking and Action

What are the consequences...

For Me ? For Others?

Lesson 20

OH#1
Choices and Consequences

A diagram of a road with a dashed center line. A large 'X' is drawn over the road. Below the road, there are two diamond-shaped signs. The left sign shows a person walking and is labeled 'For Me ?'. The right sign shows a person walking and is labeled 'For Others?'. The text 'Thinking and Action' is written to the right of the road.

Let's think back to Bender and Verne. What were some thinking choices Bender had?

What were some action choices he had?

After we think of as many thinking options and action options as we can, we consider the consequences of each option. We look at the consequence of each option for ourselves, and we also look at the consequences for other people.

Activity 4: Practice Brainstorming Choices

Now let's practice the brainstorm step. We'll practice with Shewan's problem. Stress Shewan did not steal the money. [option: facilitator can pick another problem, provided the group has already prepared the preliminary problem solving steps.]

Offer a problem that is relevant to offenders' lives or review Shewan and Ms. Shells situation. Give them Steps 1 - 3: Stop and Think, Problem Description, and Information Gathering and Goal. *These should be on chart paper.* They can refer to these as they brainstorm. Have participants brainstorm thinking and action choices. Make sure to keep this is a brainstorming session with ideas presented quickly. **Suggestion:** You can refer them to the guide sheet of 50 social skills, Structured Learning Skills curriculum, to help them make choices (see Lesson 15).

Our problem solver has some thinking choices. Let's think about some attitudes and beliefs that our problem solver might have?

Possible answers for Shewan example - 1. People are never fair to me, 2. I never say the right thing, 3. I want to succeed.

What might these beliefs help our problem solver think in this situation?

Possible answers for Shewan example - 1. Ms. Shells is out to get me; 2. No matter what I am fired; 3. I can deal with this. - Put answers under Thinking section of chart.

What might these thoughts help our problem solver do?

Possible answers - 1. Quit, 2. Not say anything, 3. Defend herself. - Put answers under Action section of chart.



*feeling
emoⁿous*

Choices	Conse- quences for self	Conse- quences for others
<u>Thinking</u>		
<u>Action</u>		

(See instructor resource in supplements for an example)

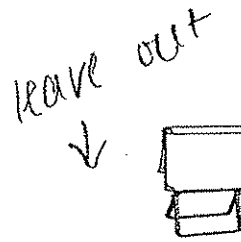
Have the class brainstorm as a group. Be alert to the group getting "stuck" in a narrow track of options. (For instance, they might only consider destructive options or options that express anger. When this kind of narrowing happens, remind the class that the point of the step is to consider a wide a range of options as possible. If necessary, make a suggestion or two of your own to get them on another track.)

Be sure to address both kinds of choices in depth.

Activity 5: Practice Considering Consequences

Now that we've thought of lots of thinking choices and action choices, let's consider the possible consequences of these choices.

Remember, we consider 2 kinds of consequences: consequences for ourselves and consequences for other people.



Consequences For Self	Consequences For Others

Note: There are no consequences for others when you discuss thinking choices.

Have participants make suggestions and write down every reasonable answer. Coach them as necessary to keep the group from focusing too narrowly on the kind of consequences they think of.

Activity 6: Team Practice: Choices and Consequences

Now let's try practicing with a problem we're already familiar with. Pick any other problem that the group is already familiar with up through step 3.

Review the first 3 steps of this problem with the class.

Then put the group into teams of 2 (one group may need to be 3). The task of the team is to do Step 4: i.e., first brainstorm thinking choices and action choices for the selected problem. Then identify the consequences of each choice, both for themselves and for other people.

Have them write their choices and consequences on paper prepared as the charts, above.

Give the group 10 minutes to do both parts.

At the end of 10 minutes have each team report the results of the exercise.

(Option: you can make it a game with the team who finds the greatest number of choices the winner.)

Activity 7: Wrap Up

Brainstorming choices and considering consequences is a very important step in problem solving. Some people think it is the most important step.

Aim to get a meaningful and thoughtful discussion of these questions. Be sure you think the questions through yourself and guide the group to help them understand the full significance of this problem solving step.

Why do you think it is important?

We are learning to consider new ways of thinking and acting in problem situations.

Why do we try to think of more choices than we can really do?

It helps us expand our thinking

Why do we consider thinking choices, and not just action choices?

Our thinking helps determine what we will choose to do.

Why do we consider consequences for others as well as ourselves?

The best way to solve a problem is to create a win-win situation or at least not back the other person into a corner.

Self-assessment. Write down the number of the step that is easiest for you to do. Write down the number of the step that is most difficult for you to do.

The responses could be anonymous. Collect and read the numbers. As a group discuss each step in terms of what might be easy and difficult about each step.

Activity 8: Assign Homework



For homework I want you to do step 4 with the problem you prepared for today's homework. Be sure you list several thinking choices and several action choices. Then make sure you list at least one consequences for yourself for every choice and at least one consequences for other people for every choice.

Step 5 — Choose, Plan, Do and

Step 6 — Evaluate

SUMMARY AND RATIONALE:

Participants practice determining which choices from their Choices and Consequences list hold the best potential for helping them reach their goal while avoiding the Conflict Cycle. Once they determine their best choice they learn to make an Action Plan. An Action Plan specifies who, when and what they will do and say. Also, an Action Plan identifies (when appropriate) a particular Social Skill that the person can use to help implement their chosen solution. Finally, participants learn to Evaluate by reviewing their solution after they apply it.

With the completion of Step 6, participants will have integrated the skills of Cognitive Self Change (in Problem Solving Steps 1, 2, 3, and 4) and Social Skills (in Problem Solving Step 5) into the Problem Solving process.

CONCEPTS AND DEFINITIONS:

An Action Plan is a structured plan for implementing a chosen problem solution.

OBJECTIVES:

As a result of this session participants will:

1. learn and practice how to choose problem solutions that match goals and avoid harmful consequences to others.
2. learn and practice writing Action Plans to implement problem solutions.
3. learn and practice performing problem solutions by following their Action Plan.
4. learn and practice evaluating their problem solutions.

MAJOR ACTIVITIES:

1. Thinking Check In and Homework Review
2. Review Previous Lesson
3. Overview of Lesson
4. Choose
5. Plan
6. Do
7. Evaluate
8. Practice Exercise
9. Wrap Up
10. Assign Homework

SUPPLEMENTS:

- Overhead Transparencies:
Choose, Plan, Do
Evaluate
- Handouts:
Choose, Plan, Do
Evaluate
Action Planning Guide
List of 50+ Social Skills (see Lesson 15)
Homework

EQUIPMENT:

- Overhead Projector
- Easel with Chart Paper
- Markers

LESSON

CORE CONTENT

NOTES

Activity 1: Thinking Check In and Homework Review

Review the homework assignment from Lesson 20. (This was to prepare Step 4 with their own selected problem example.) Have each participant read their "Choices and Consequences" chart. Be sure they identify both thinking choices and action choices; and that they consider consequences both for themselves and others.

Note: This homework assignment will be used for the major practice exercise in today's lesson.

Activity 2: Review Previous Lesson

Make sure participants have Problem Solving Steps from Lesson 16 to refer to.



What are the steps of problem solving?

Stop and think, problem description, getting information to set a goal, choices and consequences, choose...plan...do, evaluate

Why do we keep practicing the 3-step?

It is what you do to help you start thinking through a problem.

What is the difference between a fact and an opinion?

Facts are things everyone agrees upon - they are provable, opinions are what we think is true.

What's the formula for a problem description?

I am/feel/think/ _____ because my risk is to react by _____.

What makes a good goal statement?

It focuses on what I can do and is realistic and positive.

Why is it important to think of lots of choices?

So we can find the best way to solve a problem.

Activity 3: Overview of Lesson


This lesson combines two Problem Solving steps: Step 5 (Choose, Plan, Do) and Step 6 (Evaluate).

Step 5 is where the rubber meets the road. This is the step where we actually perform our problem solution. This step is based on what we have done in the first four steps.

Pass out corresponding handout.



Step 5 - Choose, Plan, Do



What is my best choice?
What is my plan?
Do it.
Make choices that help you get closer to your goals.
Make step-by-step plans for success that include:

- ✓ a. Who will be involved?
- ✓ b. What will be done?
- ✓ c. When and where will it happen?

Lesson 21 OH #1
Choose, Plan, Do

In this lesson we will practice:

1) choosing the best choices from the options we generated in Step 4.

2) making an action plan for implementing our choice. Our action plan will include selecting a Social Skill to help us with our solution.

3) doing our solution.

Finally, we will be looking back and evaluating our solutions after we perform them. This is Step 6.

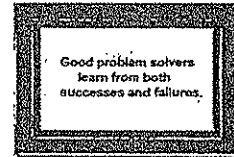
Pass out corresponding handout.



Step 6- Evaluate



Did it work?
Am I closer to my goal?
Did I hurt other people?
What have I learned?



Good problem solvers
learn from both
successes and failures.

Lesson 21

OH #2
Choose, Plan, Do

The **Choose, Plan, Do** step is designed to help you pick the choice that will help you reach your goal and that will have the most positive results for all involved.

Why is it important to think of others when you are trying to solve a problem?

When we don't take time to do this we often end up with more problems and are farther away from our goal.

If you do something to make the person feel better or give them more information, you have a better chance of solving the problem.

Activity 4: Choose

Let's look at how it works. We'll practice with Shewan's problem.

Display and review the charts of Choices and Consequences from for Shewan's problem. (This chart was constructed in the previous lesson.)

Let's start by looking at Shewan's Thinking Choices. Which of these choices looks like it is most likely to lead her to her goal?

Let's start by narrowing down the list of choices by first getting rid of the choices that we know won't help reach Shewan's goal. What are those?

Are there choices that may help reach the goal but have consequences that we want to avoid?

Do any of the remaining choices support Shewan's pattern that she is trying to change?

What is the best choice? Which choice/s best lead to the goal?

Activity 5: Plan

Now let's do the Plan step for Shewan's problem. We'll use this Action Planning Guide to help us make a plan.

After the group has made a reasonable choice about the thinking and attitude Shewan should have, turn to the Action Choices.

As participants identify those choices, cross them off the chart.

Cross those off.

At this point only positive options that lead to the goal should be left. If participants have difficulty choosing the best one have them vote. The choice with the most votes wins.

Display the Action Planning Guide on a flip chart. Write in the Goal and Choose, based on the steps already done.

Then proceed to guide the group through the rest of the action planning steps, and write the group's decisions on the Action Plan Guide.



GOAL: (write goal). _____

CHOOSE: (write in choices)

Thinking Choice _____

Action Choice _____

PLAN:

who? _____

what? _____

where/when? _____

Social Skill that could help: _____

How is Shewan going to get herself to think about the problem in the way she decided?

Who is Shewan going to speak to?

What is she going to do or say?

Where and when is she going to do it?

How is she going to say it?

Now, is there a Social Skill that Shewan might use to help her with her plan? Let's look at the list of Social Skills.

Have class refer to the 50+ Social Skills, Structured Learning Skills curriculum (Lesson 15). Get several suggestions of Social Skills that might help Shewan, and help the group decide on one to try.

Activity 6: DO

Good. We've done the planning. Now all Shewan has to do is do it. Let's look at how it might go.

The instructor models Shewan implementing her chosen solution. Get participants to help with this

role play. Perform the solution only, i.e., do not model going through the choose and plan steps over again.

Discuss the model demo afterwards to be sure all participants saw you following the agreed upon Action Plan.

If not go back and do it again.

Did I follow the plan?

Activity 7: Evaluate

OK, now we can move on to the last step of Problem Solving, which is to evaluate. We do this step after we have already tried our problem solution.

Evaluate means to look back at what we did and ask ourselves if the solution worked and how we might have solved it better. We can usually learn something important from solutions we try, even when they don't work perfectly.

When we Evaluate, we ask ourselves these questions

Write the following questions on a flip chart.



Step 6 - Evaluate

Did it work?

Am I closer to my goal?

Did it hurt other people?

What have I learned?

Let's use these questions to evaluate Shewan's solution.

Did it work?

Did she reach her goal?

Did her solution hurt other people?

What could she have learned?

Activity 8: Practice Exercise

Now let's do the steps with your own problems. We'll work with the problems you prepared for today's homework.

Ask each participant to present their Choices and Consequences list, and have the group help them in choosing 1) their best thinking choice, and 2) their best action choice.

Have each participant fill out the Goal and Choose sections of the Guide sheet.

Then ask each person to work alone to fill out the planning steps. Be sure they include a Social Skill chosen from the handout of 50+ Social Skills, The Structured Learning Skills curriculum (Lesson 15).

When all participants have completed their Action Plan Guide, review them briefly by having each person read their plan to the class. Discuss and make corrections only when someone has not followed the steps correctly.

Then have each participant role play their solution.

After each role play, have the whole class go through the

Evaluate questions to help the person evaluate their solution.

Activity 9: Wrap Up

This finishes the last of the steps of Problem Solving.

We've learned how to do the steps, but have we mastered the skill of Problem Solving? We have to keep practicing to become really skillful.

Review and discuss the Thinking For A Change lessons as you judge appropriate.

Instructors have the option of continuing Problem Solving practice for as many more classes as you judge to be useful. If you take this option, be sure the class practices a broad range of new Social Skills in the Choose, Plan, Do step.

You also have the option of proceeding to one of the specialized Thinking For A Change modules. These specialized modules are:

- Substance Abuse
- Violence
- Criminality

Activity 10: Assign Homework



For your homework I want you to do a special kind of assignment. I want you to prepare a chart that shows the following information.

First, list 10 different situations from your past when you did something to get in serious trouble.

Then, for each situation write down the thoughts, feelings, attitudes, and beliefs you had that lead to doing what you did.

Then, for each situation write down new thinking that you could have used that would have helped you avoid getting in trouble.

Then write down new actions you could have taken that would have avoided getting in trouble.

Finally, for each situation write down a Social Skill you could have used to help avoid getting in trouble.

Remember to use what you know now when you look back at what you did in the past.



Situation	Th/F/ Att/Bel	New Th.	New Acts	Social Skills

This material can be used to create a Relapse Prevention Plan based on the 21 lessons of *Thinking For A Change*.

Or you can simply review each participant's chart in class and discuss how the skills of *Thinking*

For A Change can help each person avoid getting into trouble in the future.

Or you can use this material as a foundation for one of the specialized *Thinking For A Change* modules listed above.

C. Anger Management

This section of the program will focus on impulse control and proper anger management techniques. Individuals will take a pre and post test to evaluate knowledge and skill development.

PROGRAM MATERIALS

1. Individuals will complete Chapter 4 of Aggression Replacement Training Program
 - A. Chapter 4 – Anger Control Training: The Emotional Control Component of ART